

Student Name: _____

Date: / /

Level 4, Credit 10

Assessment Schedule – Study Skills

Conditions

These assessment tasks are to be completed in the student's own time.

The assessment is open-book.

Resources

Students may use any resources which they are able to access. These may include course textbooks, other books, internet resources, academic staff, other students, or other relevant resources.

Assessor Guidelines

If the assessor judges the descriptor in the judgement column to be **accurate**, a *tick* should be placed in the appropriate column.

If the assessor judges the descriptor in the judgement column to be **inaccurate**, a *cross* should be placed in the appropriate column.

A student must meet *all of the competency criteria (C)* to be **competent** in the assessment.

Marks towards a merit are given in some of the exercises, but these marks are only there as an example of how merits are assigned in future assessment tasks.

Date: / /

COMPETENT / NOT COMPETENT

ASSESSING	EVIDENCE	JUDGEMENT	C ☑
STUDY SKILLS Task 1 – Introduction to Information Technology at Otago Polytechnic <u>Learning Outcome</u> <i>Use key computer applications effectively</i>	Student completes the Introduction to Information Technology at Otago Polytechnic course	Results are entered into JASPER	
COMPETENT / NOT COMPETENT		DATE: / / ASSESSOR:	
STUDY SKILLS Task 2 – Blogging <u>Learning Outcome</u> <i>Use key computer applications effectively</i>	Student makes a blog post to introduce themselves to the rest of the class	Blog post includes • Their name • Where they live • Why they are studying massage • What they would like to do after they graduate	
		Blog post includes an image which represents themself	
COMPETENT / NOT YET COMPETENT / NOT COMPETENT		DATE: / / ASSESSOR:	
COMPETENT / NOT COMPETENT		DATE: / / ASSESSOR:	

ASSESSING	EVIDENCE	JUDGEMENT	C ☒
STUDY SKILLS Task 3 – Feed aggregation <i>Learning Outcome</i> <i>Use key computer applications effectively</i>	Student sends an email to the lecturer describing the course-related feeds which they can see in their feed reader on the following dates • 23 February • 2 March • 9 March • 23 March • 27 April • 25 May	Student has up-to-date feeds OR feedreader setup is corrected	
		Student has up-to-date feeds OR feedreader setup is corrected	
		Student has up-to-date feeds OR feedreader setup is corrected	
		Student has up-to-date feeds OR feedreader setup is corrected	
		Student has up-to-date feeds OR feedreader setup is corrected	
		Student has up-to-date feeds OR feedreader setup is corrected	
		COMPETENT / NOT COMPETENT DATE: / / ASSESSOR:	

ASSESSING	EVIDENCE	JUDGEMENT	C ☑	M ☑
STUDY SKILLS Task 5 – Introduction to the Principles of Sustainability <u>Learning Outcomes</u> <i>Use key computer applications effectively</i> <i>Consider the approaches most efficient in learning new information and apply this to assessments</i> <i>Apply APA referencing</i>	Student must take notes on the <i>Story of Stuff</i> video, then collaboratively build a set of notes in a google document.	Student initially posts two points to the google document		
		Student revisits the document and contributes to filling in the gaps		
		Student's notes are well-written and clear		2
	Student must post their perspective on the <i>Story of Stuff</i> to the course email group, then discuss their classmates perspectives.	Student posts their perspective on the video as a whole and states their agreement or disagreement with either the video as a whole or a specific point which the speaker makes		
		Student's comment includes discussion (either agreement or disagreement) around at least three points made by the speaker		
		Student contributes to the general discussion		2
	Working in a group students will be assigned one of the points made in the video, will need to research that point, and post their findings to the course email group.	Group post states their findings.		
		Reference list should include at least three sources, and should be referenced in APA style (correct form is not essential)		
		Group's paragraph is well structured containing an introduction, a body, and a conclusion		2
		Four or more sources are referenced correctly according to APA style		
		If sources have a reason for distorting their findings, this is mentioned in the paragraph.		
COMPETENT / NOT YET COMPETENT			DATE: / / ASSESSOR:	
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ASSESSING	EVIDENCE	JUDGEMENT	C ☑	M ☑
STUDY SKILLS Task 6 – Essay – My personal learning profile <u>Learning Outcomes</u> <i>Use key computer applications effectively</i> <i>Apply effective strategies in organisation and time management</i> <i>Understand their personal learning style and how this relates to their learning process.</i>	Student must submit an essay which describes • Their long-term learning goals (i.e. over the length of the course and beyond). • Their short-term learning goals (i.e. over the course of the semester) • Their learning profile, and how this relates to their learning process. • Their skills and weaknesses, potential obstacles to achieving their learning goals, and strategies for overcoming these obstacles This essay must be formatted according to the following guidelines • Required length: 800 words (Your essay must be within +/- 20% of this length) • Essay must incorporate an Introduction, a body, and a Conclusion.	Essay structure includes an introduction, a body and a conclusion		
		Essay fits the word-limit +/- 20%		
		Introduction introduces the topic clearly		
		Introduction states the main ideas clearly		
		Paragraphs are well ordered		
		Writing flows from topic to topic, paragraph to paragraph		
		Conclusion is stated clearly, and relates to all main points		
		Essay demonstrates long-term learning goals of the student. Why are they studying massage? What do they want to achieve post graduation?		
		Essay demonstrates short-term (over semester) learning goals of the student		
		Learning goals are clearly described		
		Student describes their learning preferences according to at least three models of learning styles.		
		Student demonstrates understanding of the implications of those learning preferences on their learning		3
		Essay describes the following with respect to learning • the student's strengths • the student's weaknesses • potential obstacles to achieving their learning goals • strategies for overcoming these obstacles		
		Essay demonstrates that the student has considered the relationship between all elements listed in the previous judgement statement		3
		COMPETENT / NOT YET COMPETENT		
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ASSESSING	EVIDENCE	JUDGEMENT		C ☑
STUDY SKILLS Task 7 – Paragraph – Time Management <u>Learning Outcome</u> <i>Apply effective strategies in organisation and time management</i>	Student must write a paragraph discussing • Their plan for managing time over the course of their studies • Their current strengths in time management? • What aspects of time management they might need to improve?	Paragraph identifies important areas that require time in the student's life		
		Paragraph describes allocation & scheduling of time to the areas of their life that they have identified		
		Paragraph demonstrates an understanding that prioritisation is useful because it allows you to focus on the tasks which are most important		
		Paragraph demonstrates that the student has considered their strengths and weaknesses with respect to time management		
COMPETENT / NOT YET COMPETENT			DATE: / /	ASSESSOR:
STUDY SKILLS Task 8 – Self-assessment <u>Learning Outcomes</u> <i>Use key computer applications effectively</i> <i>Consider the approaches most efficient in learning new information and apply this to assessments</i>	Student must complete a self-assessment of their learning skills, and must summarise their findings in a paragraph	Self-assessment is completed		
		Student states a strategy for improving their learning weaknesses		
COMPETENT / NOT YET COMPETENT			DATE: / /	ASSESSOR: